MULTIMEDIA UNIVERSITY

STUDENT ID NO

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# MULTIMEDIA UNIVERSITY

# FINAL EXAMINATION

**TRIMESTER 3, 2017/2018**

## LEW0035 – EFFECTIVE WRITING

(All Sections)

5 June 2018
2.30 p.m. – 4.30 p.m.
(2 Hours)

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**INSTRUCTIONS TO STUDENT**

1. This question paper consists of **SEVEN** printed pages with **2** sections.
2. Answer **ALL** questions.
3. Write **ALL** your answers in the Answer Booklet.

## SECTION A: SUMMARY WRITING [30 MARKS]

**Question I: Summary (15 marks)**

**Instructions:** Read the following article and summarise in 100 words on how to overcome bullying in school.

1 Do not brush off bullying as a rite of passage or those children need to toughen up as everyone has a part to play against it. A Form Five boy wanted to borrow a pair of football boots but his 15-year-old junior said no. That night, the same junior was brutally assaulted by 10 other boys in his dorm. He was so badly beaten up that he was rushed to the hospital with a fractured left rib, injuries to the head, back and stomach as well as bruises to his chest. The 10 have since been expelled.

2 Despite the heavy campaigning by the Education Ministry and countless programmes by non-governmental organisations, bullying still continues to occur in schools. Malaysian Psychological Association president Dr Goh Chee Leong believes that this is because an environment that does not actively discourage bullying can, in fact, encourage this endemic problem to fester. As an example, he says that "institutionalised bullying" still takes place in some schools through ragging. "It is almost semi-encouraged through the prefects, senior students and hostel wardens to teach and 'discipline' the juniors," he says.

3 Ragging in residential schools have been highlighted by the media when their juniors are forced by seniors to do, perform humiliating acts and endure insults as well as beatings for no apparent cause. Dr Goh says that based on a Unicef study he was part of in 2007 and 2008, they discovered that bullying cases are not isolated incidences in any particular location. "It is usually done in a context where the environment is either actively encouraging or is complicit in the act," says the HELP University Faculty of Behavioural Sciences dean. This, he adds, is true in schools where teachers just brush aside students or parents who complain about bullying.

4 Phrases like "boys will be boys", "solve it yourselves" and "rite of passage" are not uncommon. On the reasons why bullying occurs, Dr Goh's paper on the psychosocial impacts of violence and bullying on children, says that some victims of bullying harbour intense anger and bitterness towards bullies and the social cliques that condone and support bullying behaviour. This anger, if unresolved, may lead to victims becoming bullies themselves with younger children, and are classified as bully-victims.

5 Malaysian Mental Health Association deputy president Datuk Dr Andrew Mohanraj says: "There is no such thing as being bullied 'toughens up' a child or subscribing to the common fallacy of 'boys being boys." He says that if the school is serious about being a safe environment, there should be no compromise on bullying. He adds that ragging, though common and on the pretext of bonding and the formation of lifelong friendships, should also be shown "zero tolerance." Ultimately, parents must keep a close watch on their children and not depend on schools to

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ensure their child's safety and psychological wellbeing.

6 Parent Action Group for Education Malaysia (PAGE) chairman Datin Noor Azimah Abdul Rahim strongly agrees that schools, especially school heads need to make a firm stand on the matter. "Many (school heads) do not because school leaders are more concerned about grades and performance. A bully case made public is the last thing any principal wants. Schools prefer to see the victim discreetly transfer out of the school and the bullies merely given a warning as eventually they will grow up and leave the school," she adds. She says that their lackadaisical attitude has to stop if they want to put a halt to bullying among their students. She adds that "bullying parents" also factor into children becoming bullies.

7 There is also the fact that children with parents who use corporal punishment can become withdrawn, and ultimately, victims of bullying. Noor Azimah does not believe that anti-bullying messages are effectively getting across to students. "Anti-bullying campaigns as far as students are concerned appear to be one of a nagging nature. It goes into one ear and out the other." She adds that a better solution lies in consistent psychological counselling and therapy for the bullies. "While school counsellors may be able to handle minor cases of bullying the hardcore ones will require much more than that."

8 Deputy Education Minister Datuk P Kamalanathan says that there is a possibility that children can pick up bullying tendencies from their surrounding environment. He says that most children tend to spend more time at home compared to school. "That being the case, it is possible many positive and negative attributes are picked up from the home, though not to say the school environment is totally free from influence as well," he adds. He also says that a parent's style of disciplining their children is a very subjective issue.

9 The minister adds that the disciplining process begins with rehabilitation through a focused counselling module. He explains that the first step involves meeting the student to form their profile, which will be stored in their personal file. There will also be a pre- and post-evaluation of the student at the end of their counselling course to assess the efficacy of the intervention. He adds that collaborations between Parent-Teacher Associations and the Malaysia Crime Prevention Foundation also happen to help schools overcome the bullying problem. For those who are expelled, they can be sent to Montfort Boys Town or transferred to another school.

Adapted from: Rebecca Rajaendram (2017), *Dealing with the bully.* Retrieved from: https://www.thestar.com.my/news/education/2017/05/28/dealing-with-the-bully/

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**Question II: Summary (15 marks)**

**Instructions:** Read the following article and summarise in 100 words on the mistakes that managers make that cause employees to quit.

1 Many managers lack fundamental training in leading people. They also lack the empathy and awareness needed to effectively interact with employees. This has dire consequences. When employees quit, the top reason for their resignation is their relationship with their manager. People do not leave companies. They leave their bosses.

2 They make mountains out of molehills for simple things as an employee needing time off or wanting to take their lunch earlier. Employees should feel comfortable to approach you at all times, but when you are inflexible, it creates a wall between you and your team. I am not saying being unethical or breaking procedure, but putting your team first and using your judgement in certain situations, will make people more inclined to trust you. If an employee gives their all to an employer and they respond with inflexibility during their time of need, at that exact moment the relationship is lost.

3 We know too well about office politics and favoritism. It is really sad when employees can tell who will be getting the next promotion because of their close relationship with the manager. Always favoring certain employees for promotions and assignments is a sure way to damage team morale. Employees who are not in your inner circle will always believe that you favor certain employees, whether you do or not. This perception destroys team spirit and undermines engagement.

4 A bad boss assumes the worst. Throwing employees under the bus rather than standing up for your team in distressing moments is a sure way to lose points. Everyone is looking to you in moments like these. As the leader, why not act with dignity and advocate for your employees? If you want to build loyalty, you must demonstrate loyalty. When you blame employees, it destroys your credibility and leads to a culture of distrust. Good bosses do not dwell on mistakes made by others, hold grudges or point fingers. They take responsibility and focus on solving problems.

5 A bad boss treats workers like they are interchangeable. Employees want to work for someone who treats them like a person. They have emotions and personal lives. If you care about employees, you will not continuously push them to work long hours or contact them after hours. Taking a healthy interest in your employees' lives is the first step in relationship building. It starts with supporting work/life balance. Show that you sincerely care about their wellbeing. If a staff member is dealing with personal issues as illness or bereavement show empathy instead of solely focusing on when they will be back out to work.

6 Richard Branson said that "Having a personality of caring about *people* is important. *You cannot* be a *good leader unless you generally like people*. That is how *you* bring out the best in them". No one likes to feel ignored or like their efforts are taken for granted. As Dale Carnegie stated, "*People work for money but go the extra mile* for recognition, praise *and* rewards." Appreciate employees, show them how much you value their efforts. It does not have to be always about monetary rewards. However, simple things as "Thank You" and "Well done" goes a long way. Bad bosses make

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work drudgery and it is always onward to the next task. Employees spend over half of their lives at work. Create a fun atmosphere where you celebrate successes and bring people together.

7 Your job as a manager is to provide the tools and support an employee needs to effectively perform. Employees hate micromanagement by the bosses. If you hired someone for a job then trust them to get it done. Constantly monitoring an employees every movement can be disheartening. Sometimes knowing when to step back and let your employees do their work is what they need. Ask for input. Encourage your team to come up with ideas. People like to feel like they have some say in what happens to them. However, worse than not asking, is asking but never doing anything with the input.

8 One of the top reasons employees leave a company is the lack of development opportunities. Employees can interpret an employer's unwillingness to invest in training as a disregard for their professional development. Acknowledge and encourage strengths, recognize the different skills employees possess and recommend them for opportunities. Subsequently, if a team member has informed you they want to move to another department support their wishes, do not be an obstacle to them.

9 It is not rocket science. You can have all the perks and benefits but if you treat employees poorly, they will still leave. If a manager has a foundation of truly caring for their people, it becomes easier to lead and retain good employees. Your staff can tell if you are authentic and want the best for them. When employees have a boss who truly cares, they are willing to go the extra mile to ensure successful outcomes.

Adapted from: Briggette Hyacinth (2018), *The future Leadership.* Retrieved from: https://www.linkedin.com/pulse/mistakes-managers-make-cause-good-employees-quit/

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## SECTION B: CRITIQUE WRITING [20 MARKS]

**Question I: Linear Text (10 marks)**
**Instructions:** Read the text and answer the following question.

1 In analysing the space policies of lead Asian players like China and India, it becomes clear that both nations are increasingly focusing their efforts on a "space race". While these countries certainly have a long list of objectives they want to accomplish in space, there is no clear finish line, neither is there a definitive time frame.

2 Their approach contrasts starkly with the Cold War rivalry between the United States and the former Soviet Union, where getting there first mattered most. The race for space among the Asian exploration programmes is not about simply getting to the finish line first. The long-term goals set by these nations are not focused on who plants their flag first.

3 They are more focused on space activity – accomplished on as lean a budget as possible. India took great pride in successfully launching their Mars orbiter, Mangalyaan, in 2013 with a meagre overhead cost of USD70 million, compared to the USD671 million spent by the US on launching their Mars orbiter, Maven.

4 The low cost of India's Mars orbiter could potentially draw in lucrative customers to its space programme, particularly noteworthy in a newly competitive environment that has seen the entry of private commercial actors like Space X, Moon Express and Blue Origin. The Indian Space Research Organisation (ISRO) announced a second Mars mission by 2020–21, and a first probe to Venus.

5 While prestige and nation building are certainly significant aspects of these Asian countries' advances beyond our planet, China and India have both connected their space activities to their economic developmental goals. Among the leading space-faring powers in the region, one head of state offered an expansive, defined vision: India's former president, APJ Kalam, laid out a 50-year space plan, which encompasses all of the country's space industrialisation and space governance ventures and ambitions.

6 For China, a leading Asian nation in space exploration, the potential for resources is informing, and driving, its activities. China has shown keen interest in investing in resources like space-based solar power (SBSP), asteroid mining, and lunar exploration. By 2018, China aims to launch the Chang'e-4 lunar probe to achieve a soft landing on the far side of the moon, in order to carry out topographic and geological surveys of lunar samples. In its 2016 white paper on space exploration, China stated that space exploration would "promote strong and sustained economic and social development". By 2020, China aims to send a Mars orbiter to bring back samples for research, and also intends to conduct asteroid exploration. By 2036, China intends to send a manned mission to the Moon.

7 There is a push to encourage private space start-ups, like OneSpace and Landspace, which goes to show that the Chinese government views its space activities as beneficial to long-term economic investment.

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In 2016, China overtook Russia with its 22 rocket launches, equalling the record number of launches by the US. China's space programme fits well within its need to demonstrate prestige and great power status, while also paying economic dividends in the long run.

8 Like China, India has woken up to the benefits of space exploration and development, tapping into the lucrative commercial space market. In 2008, India launched its Moon orbiter, Chandrayaan, which detected water on the Moon's surface. In February this year, ISRO launched 104 satellites on a single rocket, breaking the 2014 Russian record of 37 satellites. Of the 104 satellites, three were Indian-owned, 96 were from US-based companies, and the rest were from companies in Israel, Kazakhstan, Switzerland, the Netherlands, and the UAE.

9 Much of the motivation for development and resource exploitation in space seems to be compelled by concerns of environmental stress, climate change, and resource scarcity. Some narratives within China and India hint at concerns about resources and their supply, ownership, control and access, as well as at potential means of coercion, should other powers dominate access to space energy, and mineral and location resources.

Adapted from: Namrata Goswami (2018), T*he New Space Race.* Retrieved from *https://www.asiangeo.com/science/the-new-space-race/*

**Question:**

Write a critique in 200 – 250 words. You should evaluate the text on the following:

a) Organization (2 marks)
b) Tone (2 marks)
c) Language (2 marks)
d) Purpose (2 marks)
e) Credibility (2 marks)

Support your answers with detailed elaboration and provide evidence from the text where necessary.

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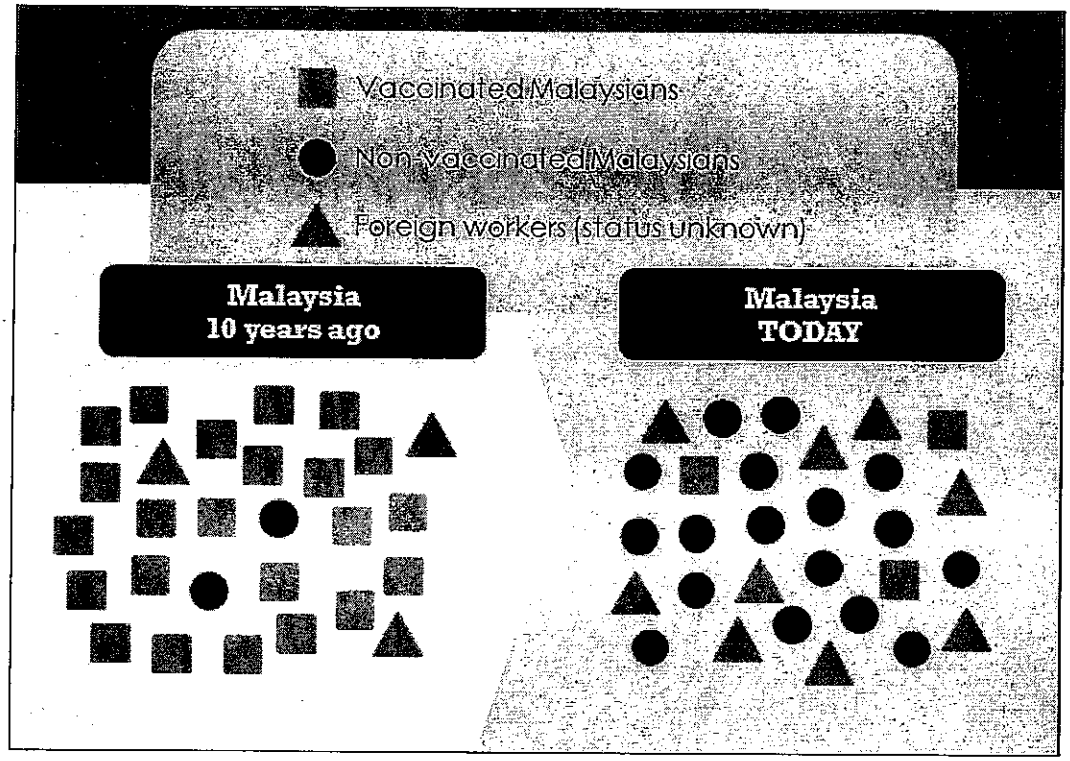
**Question II: Non Linear Text (10 marks)**
**Instructions:** Analyse the diagram below and answer the following questions.




*Adapted from: https://cilisos.my/why-more-msian-parents-dowan-to-vaccinate-their-kids/ on 26 March 2018*

1. Critique the diagram in terms of (6 marks)
   a. Content (2 marks)
   b. Layout and clarity (4 marks)

2. What appears to be the purpose of the diagram? Does the diagram seem to serve this purpose well? (2 marks)

3. If the diagram is confusing, what better method would you choose in order to better present the same information. Explain. (2 marks)

**End of Paper**